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ABSTRACT

This document reports on the results of the Inter-Agency Task Force project to promulgate guidelines and procedures to facilitate counseling services for minority group students in secondary schools that would maximize "other-race" application patterns among the colleges in Maryland. Among the items discussed in the deliberations of the task force were: (1) postsecondary educational counseling; (2) information regarding program offerings and financial aid; (3) postsecondary educational materials available to high school counselors and means and ways of presenting the materials; and (4) the role of the counselor in encouraging students to attend "other-race" institutions. The guidelines and procedures include four major topics: (1) inter-agency agreements; (2) dissemination of postsecondary education information; (3) in-service training programs; and (4) orientation opportunities. A section is also provided on the estimated impact of the proposed guidelines and procedures. (Author/PC)

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The Articulation of College Guidance

for Minority and "Other Race" Students in Secondary and Postsecondary Education

CG 009 125

A Report Prepared By The Inter-Agency Task Force

Maryland Council for Higher Eduction and Maryland State Department of Education

NOVEMBER 1974

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* *Black students applying to predominantly white institutions and white students applying to predominantly black institutions.*

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The Inter-Agency Task Force wishes to thank Glenwood C. Brooks, Jr., Ph.D., for his assistance and advice toward completion of this report, and his full endorsement and support of the guidelines and procedures recommended herein. In his capacity as Chief, Equal Postsecondary Education at the Maryland Council for Higher Education, Dr. Brooks and his staff will be responsible for evaluating the results and effectiveness of our efforts.

I. INTRODUCTION

Charge

As set forth in the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, February 1974 and Addendum, May 1974*, it is the policy of the State of Maryland, through the governing boards of the public institutions of Higher Education, to carry out completely and fully the objectives and general policies of the Maryland State Plan to desegregate its public postsecondary education institutions. Among the general policies contained in pp. 1-2, 1-3, B8, is the subject of this report:

> Establishing prior to January 1, 1974, an inter-agency Task force under the direction of the Maryland Council for Higher Education, in cooperation with the State Department of Education, whose responsibility will be to promulgate guidelines and procedures to facilitate counseling services for minority* group students in secondary schools that will maximize "other-race" application patterns among the colleges.

Pursuant to the above charge, Dr. Wesley N. Dorn, Executive Director, Maryland Council for Higher Education, appointed Mr. John A. Sabatini, Jr. staff member to the Maryland Council for Higher Education as Chairperson of the Task Force and Dr. James A. Sensenbaugh, State Superintendent of Schools appointed Mrs. Velma S. Jones, representing the State Department of Education as Co-Chairperson of the Inter-Agency Task Force. The bi-racial task force appointed consisted of eight representatives from higher education and eight representatives from secondary education.

Background

The Inter-Agency Task Force undertook the stated charge of establishing guidelines and procedures and recommendations which are intended to help eliminate racial barriers that may exist in the Maryland's Public Educational institutions and will encourage students to select colleges based on program offerings rather than racial composition. The objectives of these guidelines are consistent with the Maryland Desegregation Plan to provide equal educational opportunities with the necessary supportive services to achieve a more representative distribution of "other-race" students throughout the State.

Maryland's public postsecondary educational institutions have expressed a commitment to further desegregate their institutions by providing "other-race" students with programs and activities which emphasize contributions of minorities; removal of educational, social and financial barriers; elimination of former racial dualism; increase minority

* "Minority" as used in this report refers to Blacks, American Indians, Orientals, Spanish-Surnamed Americans, and other non-whites. "Other-race" as used in this report refers for example, to blacks at predominantly white institutions and whites at predominantly black institutions.

and "other-race" presence on campuses, and the improvement of opportunities for equal access to quality education.

The Inter-Agency Task Force's position is consistent with the principles expressed in the Maryland Desegregation Plan of February, 1974:

> Eliminate vestiges of former racial dualism in Maryland's public higher education institutions.
>
> Increase minority and "other-race" presence on campuses, with particular emphasis on enhancing and not diminishing opportunities for blacks as students, teachers, workers and decision makers throughout our system, to the extent that institutions formerly perceived as black colleges or white colleges will be perceived simply as institutions of academic excellence.

Approaching these guidelines and procedures on a statewide rather than a school-by-school basis is consistent with the Adams et al vs. Richardson decision rendered in the United States Court of Appeals on June 12, 1973 which upheld the Pratt decision, stating that "the most serious problem . . . is the lack of statewide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals."

To that end, the Maryland Council for Higher Education has been designated by the Governor of Maryland as the State agency responsible for coordination and implementation of the State's public postsecondary education desegregation plan.

II. INTER-AGENCY TASK FORCE ACTIVITIES

Since the inception of the Inter-Agency Task Force, the members have considered racial barriers observed in both secondary schools and higher education institutions in the State as they relate to minority group students. Suspicions were confirmed from these observations that confusion exists among counselors and students about counseling for postsecondary educational opportunities. The general impression of the Inter-Agency Task Force members was that both black and white counselors welcome guidelines and procedures to assist them in counseling students and in encouraging students to attend "other-race" postsecondary educational institutions in this State.

Among the items discussed in the deliberations of the Inter-Agency Task Force were: Postsecondary educational counseling; information regarding program offerings and financial aid; postsecondary educational materials available to high school counselors and means and ways of presenting the materials; and the role of the counselor in encouraging students to attend "other-race" institutions.

The Inter-Agency Task Force included students' comments, suggestions, and criticisms throughout its deliberations. It is noteworthy to indicate that an open forum was conducted with former high school students from Maryland's public schools now in full-time attendance in Maryland's public community colleges, state colleges and the University segment.

In addition to implementing the enclosed guidelines and procedures

based on the above concerns, the Inter-Agency Task Force will advise and assist the Maryland Council for Higher Education in coordinating and monitoring the guidelines and procedures set forth in Chapter IV of this report.

To continue this inter-agency cooperation, (Maryland Council for Higher Education and Maryland State Department of Education), the Inter-Agency Task Force will continue to exist and shall be asked to participate in the review of the counseling services of maximize "other-race" presence in postsecondary education institutions in the State.

As a matter of policy, the Inter-Agency Task Force will continue to solicit comments from both high school seniors and first year postsecondary educational students. To this end, it should be acknowledged that in developing these enclosed guidelines and procedures, the Inter-Agency Task Force intends to provide high school students with factual and current information on postsecondary education opportunities in the State. In providing this information students will be able to select a postsecondary educational institution on other basis than the racial composition of the institution.

The next chapter, Chapter III, contains the estimated impact of these guidelines and procedures (as contained in Chapter IV). It is the intention of the Inter-Agency Task Force that receptive surroundings for "other-race" students will continue by involving student participation in its future deliberations.

III. IMPACT OF THE GUIDELINES AND PROCEDURES PROPOSED BY THE INTER-AGENCY TASK FORCE

- Every public high school senior will be surveyed for current financial status and postsecondary educational plans. Survey will be conducted annually beginning January 1975.
- Each high school senior surveyed will receive from the Maryland Council for Higher Education suggestions which are intended to encourage them to contact their high school counselor or postsecondary educational institution of their choice.
- On an annual basis, the Maryland State Department of Education will forward to the Maryland Council for Higher Education the following information:
  - A. The number and percentage of senior high school students by race seen by counselors for postsecondary education plans.
  - B. The number and percentage of senior high school students by race who applied to a postsecondary educational institution (In-State or Out-of-State).
  - C. The number and percentage of senior high school students by race who applied to In-state "other-race" postsecondary educational institutions. (For example, black students applying to predominantly white institutions and white students applying to predominantly black institutions).

- An In-Service Training Program for secondary school counselors and other pupil services personnel will be provided by the Maryland State Department of Education which will provide techniques in the Guidance of students to "other-race" postsecondary educational institutions. In addition to a program designed to train counselors to work effectively with minority youth and "other race" persons with an emphasis on attitudinal changes and an understanding of cultural and racial differences with respect to the family, religions, social relationships and educational aspirations.
- To continue inter-agency cooperation, (Maryland Council for Higher Education and Maryland State Department of Education), the Inter-Agency Task Force will continue to exist and shall be asked to participate in the annual review of the counseling services to maximize "other race" presence in postsecondary education institutions in the State. As a matter of policy, the Inter-Agency Task Force will continue to solicit comments from both high school seniors and first year postsecondary educational students.

IV. GUIDELINES AND PROCEDURES

These guidelines and procedures when implemented will assist high school counselors and other pupil services personnel in reaching more minority group students by providing more accurate and current information on postsecondary educational opportunities in the State. To this end, counselors are encouraged to advise students to select a college or university on the merits of the institution rather than the racial composition of the institution.

INTER-AGENCY AGREEMENT

Guideline 1

Intra-institutional cooperation within a school system requires that lines of communication be established among administrators and other school personnel to encourage mutual responsibility for referral of minority and "other-race" students to the school counselor. The administrator, providing leadership and direction in planning, executing and evaluating the total counseling program should continually review current practices and give support to the counselors planned activities of bringing higher eduction to the minority and "other-race" student.

Procedure 1

A. Annually each local Board of Education will submit to the State Department of Education:
   1. The number and percentage of senior high school students by race seen by counselors for postsecondary educational plans.

2. The number and percentage of senior high school students by race who applied to a postsecondary educational institution (In-State or Out-Of-State)
3. The number and percentage of senior high school students by race who applied to in-state "other-race" postsecondary educational institutions. (For example, black students applying to predominantly white institutions and white students apply to predominantly black institutions).
4. A list of all high school counselors and other pupil services personnel in Maryland's public secondary schools.

B. Annually the Maryland Council for Higher Education will convene the Inter-Agency Task Force to:
1. Review the above data (1-4)
2. Survey college seniors to assess their college preparation and vocational experiences.

Guideline II

Inter-institutional cooperation between public secondary schools and public postsecondary educational institutions would be more likely to occur were they to coordinate "college guidance" programs of minority and "other-race" students to postsecondary educational institutions.

Procedure II

Annually the State Department of Education will forward to the Maryland Council for Higher Education items 1-4 as listed in procedure I.

DISSEMINATION OF POSTSECONDARY EDUCATIONAL DATA

Guideline III

Maryland's high school graduates have a variety of program opportunities available to them in all segments of the tripartite structure: The community colleges, the four year State colleges, and the university segment.

The Maryland Council for Higher Education has been designated as the coordinating agency responsible for providing information as it relates to Statewide postsecondary educational opportunities for students. Similarly, the State Department of Education has Statewide responsibility for coordinating the college public service for minority and "other-race" students.

Procedure III

In accordance with this Statewide responsibility The Maryland Council for Higher Education will distribute annually to all secondary school counselors and other pupil services personnel the following publications:

- *Admissions and Financial Aid Information for all Public and Private Postsecondary Education Institutions in Maryland.*

- *Programs in Maryland's Public and Private Postsecondary Education Institutions.*
- *Higher Education Data Book.*

Similarly, high school counselors and other pupil services personnel will provide students with information on Maryland's postsecondary educational institutions in the following areas:

1. Newly approved programs, in addition to existing program offerings.
2. Academic skills improvement programs which pay particular attention to the academic needs of minority and "other-race" students.
3. Articulation policies on student transferability from two year to four year institutions (See Appendix A).
4. Postsecondary educational institutional data regarding facilities, finances, library units and student-faculty ratios.
5. Financial aid awards available from State, Federal, Private and Institutional sources.
6. College and University admissions requirements and procedures.
7. "Other-race" postsecondary educational institution opportunities.

The Maryland Council for Higher Education will also distribute to each senior high school student surveyed:

1. Financial-aid information
2. General information regarding program offerings
3. Other published institutional data of importance in selecting a postsecondary educational institution.

IN-SERVICE TRAINING PROGRAMS

Guideline IV

Recognizing the confusion that exists among counselors and students about postsecondary education counseling, it is the general impression that In-Service training opportunities would be welcomed by both black and white counselors. Cultural and racial differences do exist and must be recognized and understood by all professional counselors. External appearances, values, and gestures are such differences which may effect communication between counselor and student.

Procedure IV

The State Department of Education will provide in-service training for all high school counselors in the State. The in-service training will include, but not be exclusive to:

1. A program designed to train counselors to work effectively with minority youth and "other-race" persons with an emphasis on attitudinal changes and an understanding of cultural and racial differences with

respect to the family, religions, social relationships and educational aspirations.

2. Factors related to successful postsecondary educational guidance of minority students.

3. Recommended techniques to encourage "other-race" application rates to postsecondary education institutions.

ORIENTATION OPPORTUNITIES

Guideline V

A primary objective of desegregation includes expanding educational opportunities for "other-race" students. Appendix B indicates the 1972 actual and the projected 1980 racial composition at each institution. To ensure this projected racial balance, "other-race" students will be actively recruited by all institutions to achieve this balance. These efforts seek to create a receptive environment for all students attending Maryland's colleges and University. In order to achieve this goal, these institutions are actively recruiting and encouraging whites to attend predominantly black institutions and blacks to attend predominantly white institutions. As a result, effective "other-race" application patterns and maximum retention rates consistent with the State of Maryland's Desegregation Plan will be realized.

Orientation to "other-race" postsecondary education institutions for junior and senior high school students will be provided through the cooperative effort of the secondary school counselors and postsecondary educational recruitment and admissions personnel. Potential "other-race" and minority students will be provided the opportunity to visit the campuses and become oriented to housing accommodations, campus and community activities, admission and retention policies and campus facilities. Orientation activities will be provided by the participating public postsecondary education institutions.

Procedure V

All secondary schools will designate to the State Department of Education, the individual whose responsibility it will be to coordinate visitations to "other-race" campuses. Participating postsecondary educational institutions in addition to the Maryland Council for Higher Education will receive the list of coordinators.

V. RECOMMENDATIONS

These guidelines and procedures constitute activities that are of an on-going nature in one way or another by the Maryland State Department of Education and the Maryland Council for Higher Education.

Endorsement from both the Maryland State Department of Education and the Maryland Council for Higher Education was received for the inter-agencies approach in coordinating these efforts which provide the best

possible post-secondary educational guidance for minority and "other-race" application patterns to postsecondary educational institutions.

There are four areas of activity, however, that are not of an on-going nature and are therefore presented as recommendations for consideration: These recommendations are stated below:

A. The Inter-Agency Task Force recommends that the State Board for Community Colleges include in its 1975 Annual Report a recommendation that the Governor and the Maryland General Assembly consider the creation of a fund to be used for the direct financial assistance for "other-race" students attending the state's public community colleges. Be it further recommended that the administration of this fund and the criteria for distribution be established by the State Board for Community Colleges.

B. The Inter-Agency Task Force recommends that cooperative recruitment efforts at the segmental level be considered for Maryland's minority and "other-race" students in furthering the State's desegregation efforts.

C. The Inter-Agency Task Force recommends to the De-DC-Md Student Financial-Aid Administrators Association that consideration be given to the feasibility of initiating a projected financial analysis for junior year and senior year high school students, to better acquaint students at an early stage with financial need criteria, familiarization with financial statements, and the availability of financial assistance in the State.

D. The Inter-Agency Task Force recommends that the State Department of Education prepare guidelines for administrators specifying the role of counselors and other pupil services personnel which is consistent with the philosophy of this format.

APPENDIX A

Maryland Council for Higher Education Student Transfer Policies*

Preamble

The initial overarching objective of this committee has been to relate in operational ways the undergraduate programs offered in the public sector of higher education in Maryland including the Community Colleges, the State Colleges, and the campuses of the University.

The intended principal benefactor is the student who is best served by current information about programs and protected by those arrangements among the public segments of higher education in Maryland which permits him to plan a total degree program from the outset. With successful academic performance, he or she can make uninterrupted progress even though transfer is involved. The measure of the plan is maximum transferability of the college level credits. Essentially, the transfer and native students are to be governed by the same academic rules and regulations. It is recognized that the guidance data essential to the implementation of transfer arrangements go well beyond the scope of the present report.

In a complementary way the State's interests are served by having its higher education resources used optimally by reducing the time taken to complete a degree through the avoidance of repeated class experiences.

The institutional interests are protected also by the systematic approach; they are relieved of the uncertainties of unplanned articulation without becoming production line enterprises.

The dynamics of higher education preclude once-and-for-all time curriculums and perpetual grading and retention systems as cases in point. However, within the general structure of this plan there is opportunity for continual updating of the details.

In more specific ways the Committee has proceeded (1) to recommend specific areas of agreement among the public Community Colleges, the State Colleges, and the State University pertaining to facilitating the transfer of students within the segments of public higher education in the State; (2) to provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students; and (3) to recommend such revisions as are needed to promote the academic success and general well-being of the transfer student.

Policies

1. Public four-year colleges and campuses of the University shall require attainment of an overall "C" average by Maryland resident transfer students as defined by the sending institutions as one standard for admission. If the student has two or more institutions, the overall "C" (2.0) will be computed on grades received in courses earned at all institutions attended, unless the student presents an Associate in Arts degree.
   (a) Efforts shall be intensified among the sending institutions to counsel students on the basis of their likelihood of success in various programs and at various institutions based on shared information (See par. 1(b) and par. 9)
   (b) Procedures for reporting the progress of students who transfer within the State shall be regularized as one means of improving the counseling of prospective transfer students. In addition, each public institution of higher education shall establish a position of student transfer coordinator to assist in accomplishing the policies and procedures outlined in this plan.

2. Admission requirements and curriculum prerequisites shall be stated explicitly.
   (a) Course and semester hour requirements which students must meet in order to transfer with upper division standing shall be clearly stated.
   (b) The establishment of articulated programs is required in professional and specialized curricula.
   (c) Students shall be strongly encouraged to complete the requirements for the award of an Associate in Arts Degree or to complete successfully 56 semester hours of credit before transfer.

3. Information about transfer students who are capable of honors work or independent study shall be transmitted to the receiving institution.

4. Transfer students from newly established public colleges which are functioning with the approval of the State Department of Education shall be admitted on the same basis as applicants from regionally accredited colleges.

5. (a) Students from Maryland Community Colleges who have been awarded the Associate in Arts degree or who have successfully completed 56 semester hours of credit, in either case in college and university-parallel courses (see par. 6), and who attained an overall "C" (2.0) average, shall be eligible for transfer. Normally they will transfer without loss of credits and with junior standing provided they have met the requirements and prerequisites established by the receiving institution within the major. Parenthetically, junior standing does not assure graduation within a two-year period of full-time study by a native student or by a transfer student.

(b) The Associate in Arts degree shall serve as the equivalent of the lower division general education requirements at the receiving institution where the total number of credits required in the general education program in the sending institution is equal to or more than that required in the receiving institution and where the credits are distributed among the arts and sciences disciplines.

(c) The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree.

6. Credit earned at any public institution shall be transferable to any other public institution as long as that credit was designed specifically for a college or university-parallel program, and providing its acceptance is consistent with the policies of the receiving institution governing native students following the same program. Transfer of credits from terminal (career) programs shall be evaluated by the receiving institution on a course by course basis. Credits applied towards a specific major and minor shall be determined by the receiving institution in these cases.

7. Credit earned in or transferred from a community college shall normally be limited to approximately half the baccalaureate degree program requirement and to the first two years of the undergraduate educational experience.

8. Transfer students shall be given the option of satisfying graduation requirements which were in effect at the receiving institution at the time they enrolled as freshmen at the sending institution, subject to conditions or qualifications which apply to native students.

9. Institutions shall notify each other as soon as possible of impending curriculum changes which may affect transfer students. When a change made by one institution necessitates some type of change at another institution, sufficient lead time shall be provided to effect the change with minimum disruption. The exchange of data concerning such academic matters as grading systems, student profiles, grading profiles, etc., is required.

10. Community college students shall be encouraged to choose as early as possible the institution and program into which they expect to transfer.

11. Innovative programs in all institutions are encouraged. Proposed programs which would have system-wide implications or which would affect student transfers to more than one institution must be reported to the Maryland Council for Higher Education.

12. The Maryland Council for Higher Education Articulation Committee shall continue to review and evaluate current articulation policies and shall set additional policies as needed. In addition, the Maryland Council will publish a brochure periodically listing the prerequisites within the major and professional programs of all public four-year colleges and universities in the State.

13. In the event a transfer student believes he or she has not been accorded the consideration presented in this policy statement, he shall have the opportunity to have the situation explained or reconciled.

Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the institution to which he is transferring. If a difference remains unresolved, the student shall present his evaluation of the situation to the institution from which he is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.

The sending institution has the right to present an unresolved case to the Committee on Articulation by addressing the Maryland Council for Higher Education. The Committee on Articulation shall, through an appointed subcommittee, receive relevant documentation, opinions, and interpretations in written form from the sending and receiving institution and from the student. Subcommittee deliberations will be confined to this written documentation. The full committee shall act on the subcommittee recommendation.

Copies of the committee recommendation shall be forwarded to the institutions involved through the Maryland Council for Higher Education. The Council shall then be advised of the institutional action within a ten-day period.

A complaint on transfer status must be initiated by the student within the first semester of his enrollment in the receiving institution.

14. While it is recognized that certain circumstances may require a limitation on the size of junior classes, the State of Maryland should support four-year institutions so that all students in a transfer program who are awarded an Associate in Arts degree from a public community college shall have the opportunity to be admitted with full junior standing to a public four-year institution. Where the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program, admission will be based on criteria developed by the receiving institution to select the best qualified students.

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*Adopted by The Council, January, 1973; Effective date at Institutional Level, September, 1973.

APPENDIX B

Percentage of Racial Composition of Full-Time Undergraduate Students in Maryland Public Institutions of Higher Education, by Institution

1972 Actual and 1980 Projected Ranges

	1972 ACTUAL			1980 PROJECTED RANGES		
	Full-time Undergrads All Races	Full-time Undergrads Black	Percent Black	Full-time Undergrads All Races	Range Full-time Undergrads Black	Range of Percent Black
State Colleges						
Bowie	1,586	1,078	67.5	4,100	2,091-2,132	51-52
Coppin	1,960	1,842	94.0	2,300	1,679-1,840	73-80
Frostburg	2,464	114	4.6	3,100	186-248	6-8
Morgan	4,340	4,156	95.8	4,900	3,572-3,768	73-77
Salisbury	1,655	71	4.3	2,500	270-310	11-12
Towson	6,694	392	5.9	7,400	1,020-1,167	14-16
Un. of Balt.	(1,423)*	(136)*	9.6	2,000	315-345	16-17
St. Mary's	909	34	3.7	1,100	138-150	13-14
Total	19,636	7,687	39.1	27,400	9,271-9,960	33.8-36.4
University						
UMCP	24,874	1,249	5.0	25,000	3,250-4,000	13-16
UMBC	4,281	402	9.4	7,700	1,386-1,540	18-20
UMAB	1,225	53	4.3	1,300	182-234	14-18
UMES	728	545	74.9	1,500	750-900	50-60
Total	31,108	2,249	7.2	35,500	5,568-6,674	15.7-18.8
Community Colleges						
Allegany	805	12	1.5	853	17	2
Anne Arundel	1,620	77	4.8	2,218	288	13
Catonsville	2,651	66	2.5	3,071	154	5
Cecil	189	14	7.4	320	22	7
Charles	389	42	10.8	810	275	34
Chesapeake	327	32	9.8	384	115	30
C.C. Balt.	2,698	1,513	56.1	2,986	2,120	71
Dundalk	138	13	9.4	616	31	5
Essex	2,612	62	2.4	2,986	149	5
Frederick	462	30	6.5	682	68	10
Garrett	107	—	—	149	—	—
Hagerstown	793	47	5.9	1,066	53	5
Harford	943	87	9.2	1,260	115	9
Howard	317	63	19.9	1,258	151	12
Montgomery	5,799	202	3.5	7,677	537	7
Pr. George's	3,451	400	11.6	5,642	1,467	26
Total	23,701	2,660	11.4	32,000	5,562	17.4
Grand Total	74,047	12,596	17.0	94,900	20,401-22,196	21.5-23.4

NOTE: The 1980 ranges for senior institutions are based on projections using several sources including U.S. Census data and reports submitted to the MCHE with regard to the percentages of blacks in the non-white population. The 1980 projections for community colleges are based on the actual 1972-73 percentage of black students in public elementary schools in the county in which the institution is located.

"University of Baltimore not included in 1972 Public Total.

SOURCE: Governor's Desegregation Task Force 2/74